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ABSTRACT

During 1973-74, ESEA Title III funds became available for the development of a "Model Comprehensive Needs-Based Guidance System and Modular Instructional Strategies" for the state of Georgia. The proposal called for a new conceptualization of guidance; one that derives its goals and objectives from the developmental needs of students. There were six major objectives of the project: (1) to develop a comprehensive needs-based guidance system, (2) to develop a comprehensive list of process-related competencies required of counselors, (3) to develop a modular delivery system for the training of counselor competencies, (4) to field test the competency-based instructional modules, (5) to field test the efficiency of a needs-based guidance system, and (6) to develop a competency-based system for the certification of counselors. A tentative schematic representation of the model is appended. (Author/RC)

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The Development of a Model Comprehensive Needs-Based Guidance System and Modular Instructional Strategies

A Project Overview

Presented to the Southeast Invitational Conference on Measurement in Education

Knoxville, December, 1974

by

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The Development of a Model Comprehensive Needs-Based Guidance System and Modular Instructional Strategies

During the academic year 1973-74, ESEA Title III funds became available for the development of a "Model Comprehensive Needs-Based Guidance System and Modular Insructional Strategies" for the state of Georgia. These funds were administered through the Pioneer Co-operative Educational Service Agency, Cleveland, Georgia. The proposal for this program called for a new conceptualization of guidance; one that derives its goals and objectives from the developmental needs of students, who are the direct consumers of the program, rather than from a tradition-based collection of services. It was felt that once these goals and objectives were operationally defined, they would form the basis of the development of a comprehensive list of process-related competencies required of counselors to function effectively within the framework of a needs-based guidance system. These objectives and their related counselor competencies could then be used for the development of a modular delivery system for the training of counselors and for the development of a competency-based system for the certification of counselors.

As stated in the funding application, there were six major objectives of the project: (1) to develop a comprehensive needs-based guidance system, (2) to develop a comprehensive list of process-related competencies required of counselors, (3) to develop a modular delivery system for the training of counselor competencies, (4) to field test the competency-based instructional modules, (5) to field test the efficiency of a needs-based guidance system, and (6) to develop a competency-based system for the certification of counselors.

A schematic representation of the model may be found in Appendix A. This is a tentative model of the interrelated components which will comprise the activities of the project. It should be noted that the phases are not discrete rather they are continuous.

The Goals for Education in Georgia were used as a basis for the establishment of the guidance related goals. Goals were selected which had a direct implication for guidance personnel. Initially there were 28 such goals. As a result of refinement, the number was reduced to 23.

The guidance related goals were originally divided into four domains: Self, Decision Making, Interpersonal Relations and Career Development. As a result of a factor analysis, the domains were reduced to two, Interpersonal Relations and Career Development. This seemed a logical consolidation as decision making skills are a vital component in life career development skills. The "self" does not exist in isolation, it exists only in relation to other people and objects. Therefore, the goals of Self were placed into the appropriate domain. This grouping procedure provides an effective means of dealing with the goals but the domains should not be considered mutually exclusive.

The goals provided the basis for the "needs assessment." The needs assessment consisted of four components:

1. "The Survey of Student Concerns" (SSC) was a survey instrument administered to 419 students in grades 8, 10 and 12. The items in the SSC were presented on a five point Likert scale.

2. Interviews were conducted with approximately 100 students in grades 3, 6, 9 and 12. This process provided much subjective data.

3. A one day workshop was conducted, where educational personnel indicated their perception of student needs; and

4. Other data included:
   a. Georgia Guidance Service Inventory;
   b. Ninth District Needs Assessment - 1973; and
   c. Other state and national projects.

Student needs were implicit in the data which were collected.

The goals were supported by a review of the literature of the developmental task of the various age groups. The goals were extended to student objectives, from which counselor objectives were derived. The counselor objectives were statements indicating that the counselor will help the student move toward the attainment of the goals.

Competency identification is the phase of the project which is presently underway. This is a crucial and time consuming task, as all future components are dependent upon the identification of valid competencies and assessment techniques. Competency identification will be accomplished by the staff in consultation with counselor educators and practicing counselors. A competency writing workshop involving counselor educators, counselors and teachers was conducted October 30, 31 and November 1. The competencies will be verified through a questionnaire mailed to a population including all practicing counselors in Georgia and counselor educators who are training substantial numbers of Georgia counselors. An additional verification check will be conducted by comparing our list of competencies with existing lists from other projects and programs. Competency validation will occur as a result of the counselor's performance, demonstrating the competency, bringing about desired student behavior change.

At this point the model moves in two directions which are parallel and concurrent. Phase II represents assessment of the counselors'

ability to demonstrate the knowledge, attitudes and skills specified in the competency statements. A criterion-referenced test will be developed to assess the knowledge required of the "competent counselor." The development and validation of this instrument will receive the major emphasis of the project's efforts and funds for the year. It should be noted that this instrument is only a part of the assessment package. The test should not and cannot be used alone. It should be used only with attitude and performance measures which will be produced by the project in future grant periods.

Phase III represents the development of a mudular delivery strategy. The modules will be self-pacing training packages, composed of specific competencies. Four knowledge based modules will be developed and field tested during the grant period.

Phase II and III are logically interrelated, with each phase validating the other. This supposition has been stated quite well by Rosen (1972):

> As much as competency-based certification is dependent upon instruments, competency-based training is dependent upon instructional materials. Efficient and effective training cannot be instituted until the knowledges and skills that comprise the training program are defined. It is essential, therefore, that protocol and training materials already underway be maintained. However, instructional materials development must be closely related to the development of instruments. They should, in fact, be developed simultaneously or at least derived from the same set of knowledge and skill specifications. In this matter training and certification reinforce and support one another (p.22).

Phase IV is the model component which differentiates our model from other competency-based guidance programs which we have seen. A few programs pay "lip service" to student behavior change, but none incoroprate this into the development. We plan to conduct a pre-post guidance interaction assessment to determine student behavior changes.

Reference

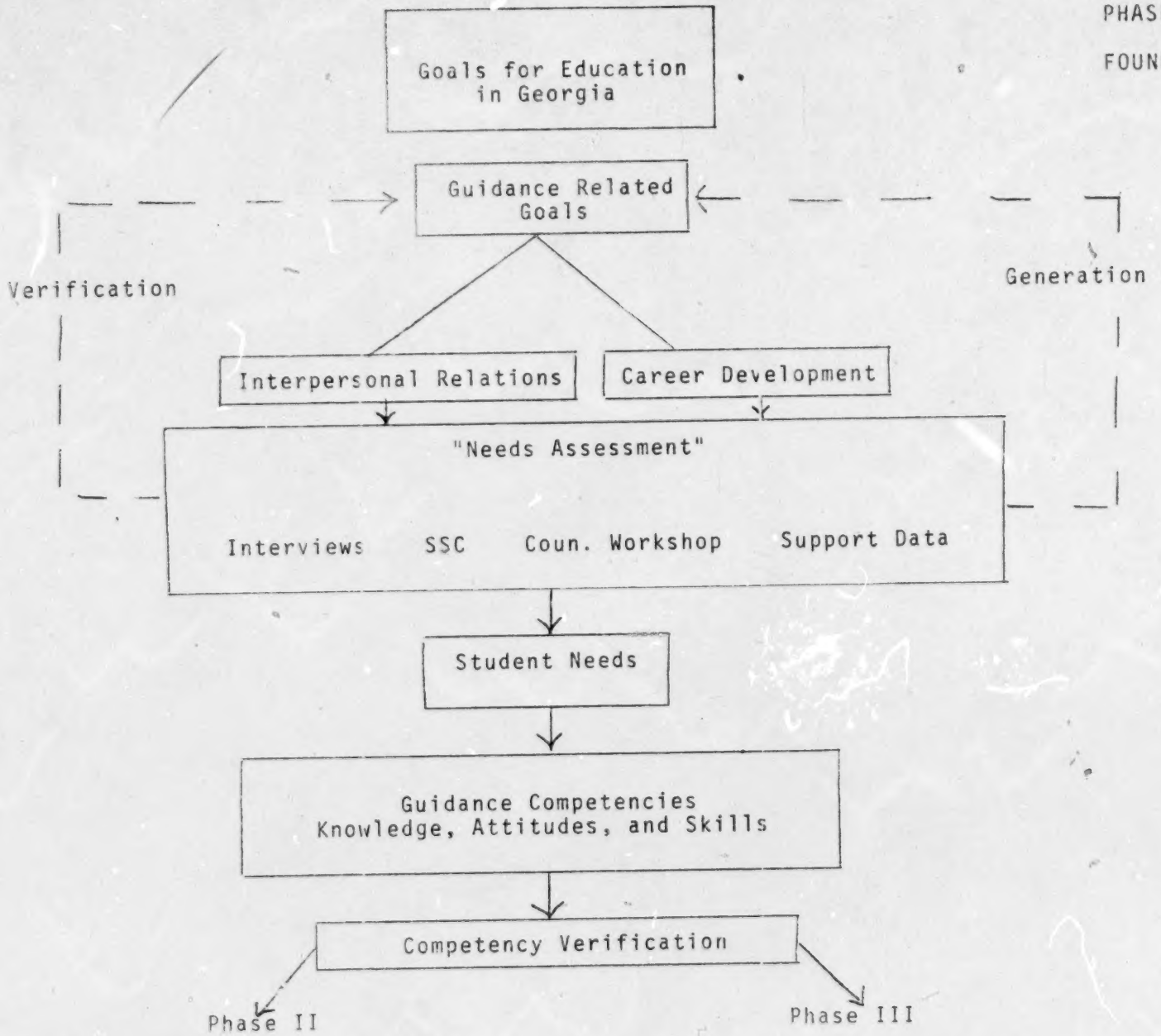
Rosen, B., The Power of Competency - Based Teacher Education: a report. Boston: Allyn Bacon, 1972,22.

Appendix A

Model Schematic

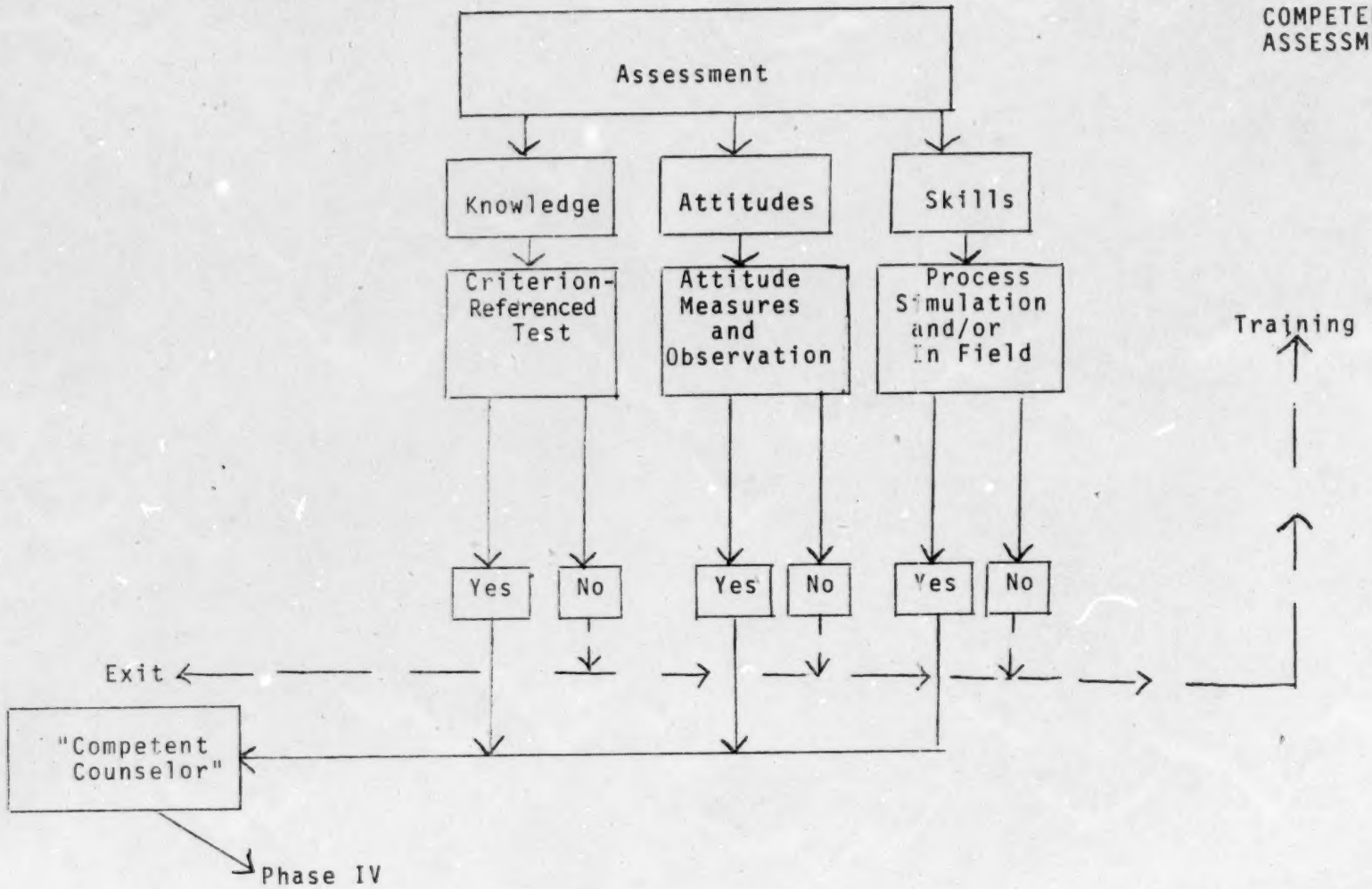
PHASE I

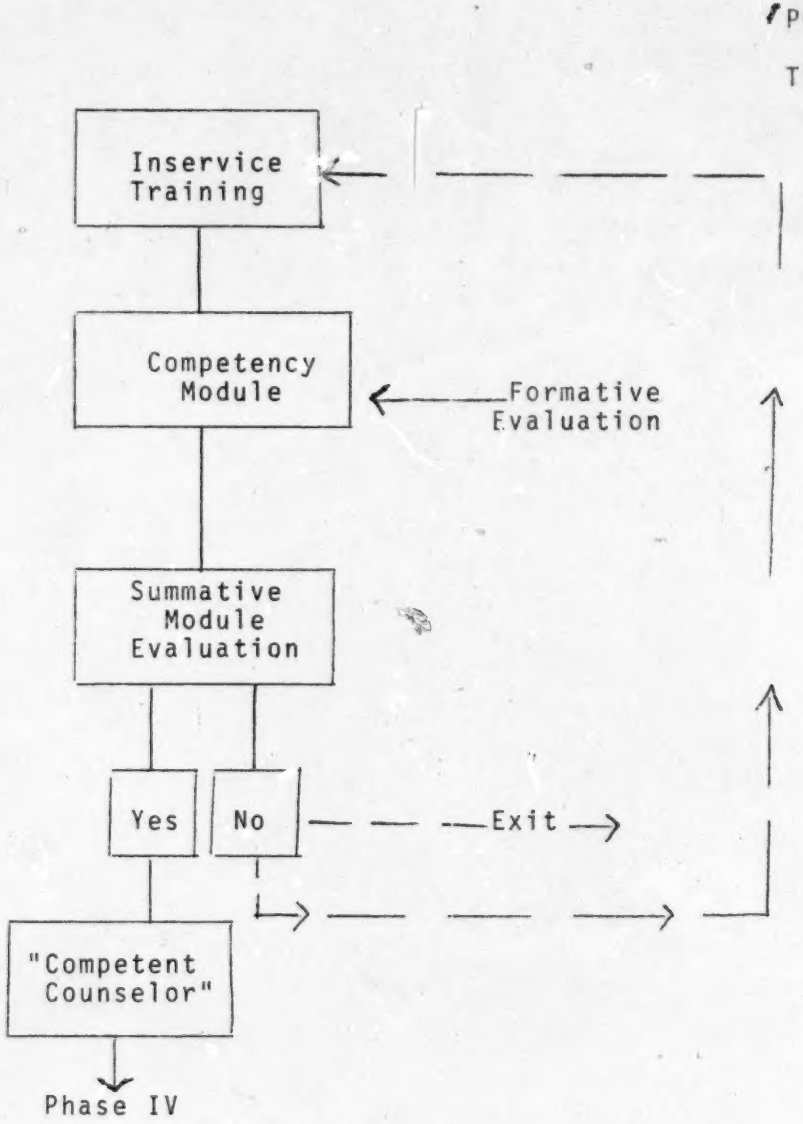
FOUNDATION



PHASE II

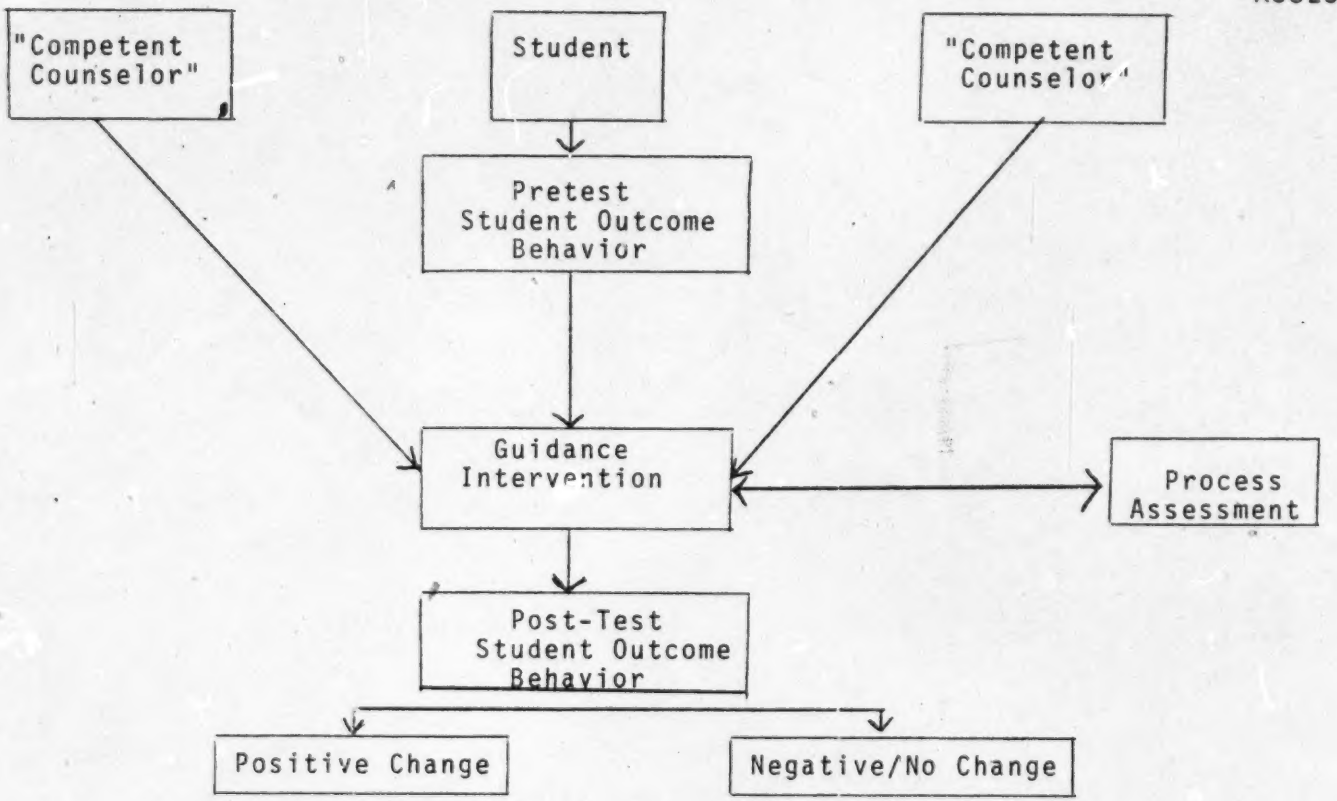
COMPETENCY ASSESSMENT




PHASE III
TRAINING
Inservice Training
Competency Module
Formative Evaluation
Summative Module Evaluation
Yes
No
Exit
"Competent Counselor"
Phase IV

PHASE IV

STUDENT OUTCOME ASSESSMENT



1. Validation of Competency
2. Validation of Assessment

1. Raise Questions Concerning:
   a. Competencies
   b. Training
   c. Process Employed After Training